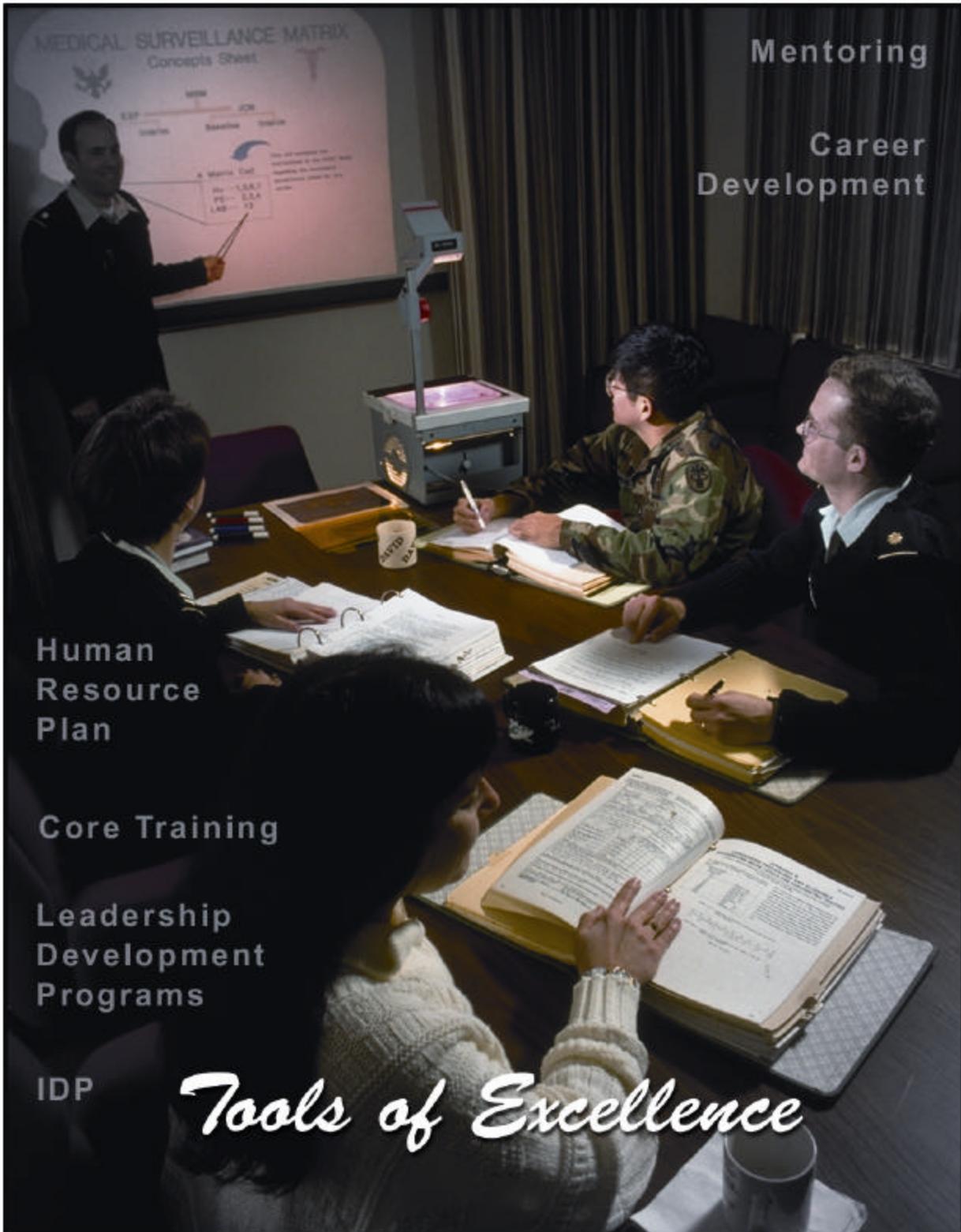


# USACHPPM

## CORPORATE TRAINING PLAN



Mentoring

Career  
Development

Human  
Resource  
Plan

Core Training

Leadership  
Development  
Programs

IDP

*Tools of Excellence*

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## FOREWORD

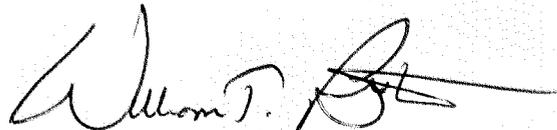
*USACHPPM's philosophy is one of excellence and continuous quality improvement. The Center's vision to become a world-class center of excellence for the systematic prevention of environmental, occupational, and disease threats to the health and performance of individuals and populations, means that military and civilian training must be one of our corporate goals.*

*The Corporate Training Plan is intended to provide the framework for a high quality, cost-effective training program to develop all Center personnel. It has been developed and updated to help Center personnel find direction in achieving both personal and professional success. The Corporate Training Plan—*

- Specifies the responsibilities of all scientific, technical, and administrative personnel.*
- Provides information on training programs for both civilian and military personnel.*
- Provides references for training and development programs for both civilian and military personnel.*

*Center personnel will have a guide at every stage of their career to help them chart their course. The Corporate Training Plan is an umbrella document for the Center's Human Resource Plan, which deals with recruiting, retaining, and developing the USACHPPM workforce.*

*USACHPPM values all personnel. Our goal is to have the best-trained health promotion and preventive medicine personnel within one organization. If you have any questions or comments, please contact the Deputy for Technical Services, Stephen L. Kistner, at 5-8717 or e-mail: [Stephen.Kistner@apg.amedd.army.mil](mailto:Stephen.Kistner@apg.amedd.army.mil).*



WILLIAM T. BESTER  
Brigadier General, USA  
Commanding

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## TABLE OF CONTENTS

	Page
CHAPTER 1 - INTRODUCTION.....	1
Purpose.....	1
Scope.....	1
Training Philosophy.....	1
Values.....	2
Goals.....	2
Objectives.....	3
Definitions.....	3
CHAPTER 2 - RESPONSIBILITIES.....	5
Commander.....	5
Commanders, Subordinate Commands.....	6
Deputy for Technical Services.....	6
Chief of Staff.....	6
Deputy Chiefs of Staff/Directors.....	6
Headquarters and Headquarters Company.....	7
Organizational Development and Training Specialist.....	7
Program Managers/Division Chiefs.....	7
Human Resources Quality Management Board.....	8
Command Information Management Systems Office.....	9
Career Field Mentors.....	9
Personnel.....	9
CHAPTER 3 - TRAINING PROGRAMS.....	10
Universal Training.....	10
Core Training.....	11
Mandatory Training.....	12
Functional Area Training.....	13
Readiness Training.....	13
Special Programs.....	13
Department of the Army.....	13
Graduate Education.....	13

---

	Page
The U.S. Army Occupational and Environmental Medicine	
Residency Training Program .....	14
Continuing Education and Continuing Medical Education .....	14
Oak Ridge Institute for Science and Education (ORISE) Program .....	14
Master Consultant Program .....	14
USACHPPM Leadership Development Program.....	15
USACHPPM Aspiring Leader Development Program.....	15
Other Training Programs.....	15
Mentoring .....	16
Responsibilities.....	16
Objectives .....	16
CHAPTER 4 - IMPLEMENTATION.....	17
Identifying Training Needs.....	17
Assessing Training Needs.....	17
Evaluating Training.....	19
APPENDIX A - REFERENCES.....	A-1
APPENDIX B - INDIVIDUAL DEVELOPMENT PLAN.....	B-1
APPENDIX C - POINTS OF CONTACT FOR CAREER PROGRAMS AND OTHER TRAINING PROGRAMS.....	C-1

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## CHAPTER I

### INTRODUCTION

#### **Purpose**

The Corporate Training Plan establishes the concept and framework for implementing a high quality, cost-effective training program to develop the U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) personnel. This document is the umbrella document for the Center's Human Resource Plan. The Human Resource Plan is the Center's overarching methodology for recruiting, retaining, and developing the knowledge, skills, and abilities (KSAs) of all personnel within the USACHPPM workforce.

#### **Scope**

This plan applies to all USACHPPM personnel, to include military, civilian, and professional associates. USACHPPM Subordinate Commands should also use this plan as a tool in developing specialized training to meet their mission needs.

#### **Training Philosophy**

Training and developing all personnel are critical factors in attaining USACHPPM's vision to be a world-class center of excellence for enhancing military readiness by integrating health promotion and preventive medicine into America's Army. Developing personnel can help the Center achieve success by allowing individuals to develop and sustain competence in all their endeavors. USACHPPM ensures that a well-conceived training program is an integral part of the way it does business. For the convenience of the reader, related publications and key sources of information are listed in Appendix A.

Training enables the Center to—

- Meet its business objectives.
- Maintain military readiness.
- Stay competitive.
- Increase efficiency and quality in meeting customer needs.

- 
- Provide job satisfaction.
  - Raise individual advancement potential.

## **Values**

The core values for USACHPPM are integrity, people, customer, excellence, and continuous improvement. Consistent with our core values are the following training values:

- Learning is an ongoing personal and professional necessity.
- Training mutually benefits the individual and the organization.
- Continuing to learn is part of the job.
- Training is necessary to maintain high-quality employees.
- Providing all Center personnel the opportunity to receive training maximizes their ability to perform their assigned duties.

## **Goals**

The goals of the USACHPPM training program are to—

- Provide world-class scientific expertise and services in the following preventive medicine areas: Disease Prevention and Control; Field Preventive Medicine; Environmental Health; Occupational Health; Health Surveillance and Epidemiology; Soldier Family, Community Health, and Health Promotion; Preventive Medicine Toxicology and Laboratory Services; Health Risk Assessment; and Health Risk Communication.
- Provide the nation with the best-trained pool of health preventive medicine personnel located within one organization.
- Remain the most competent, competitive, and cost-efficient health promotion and preventive medicine consultants in the nation.

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- Provide all personnel an opportunity to receive training that will result in personal and professional growth.
  - Provide military members of USACHPPM the training necessary to maintain proficiency in performing their military duties now and in the future.

## **Objectives**

The objectives of the USACHPPM Corporate Training Plan are to—

- Develop a strategy for ensuring that current and future training levels meet the short- and long-term objectives of the Center.
- Provide the maximum amount of training, within budget restrictions, to develop and maintain the highest standard of performance in Center personnel.
- Promote the continued evaluation and improvement of the Corporate Training Plan and the career development guides.

## **Definitions**

**Army Civilian Training, Education, and Development System (ACTEDS).** A system designed to ensure planned development of civilian personnel through a blending of progressive and sequential work assignments, formal training, and self-development for personnel as they progress from entry level to key positions. (See Technical Guide (TG) 261, *USACHPPM Leadership Development Guide*, Chapter 3, for more detail.)

**Career Field Mentors.** Senior-level civilian personnel designated for each career program or career field to serve as the focal point for career field issues.

**Career Development Guides.** USACHPPM documents that assist in developing a sequential progressive and systematic approach to training, educating, and developing Center personnel. (See TG 261, *USACHPPM Leadership Development Guide*, Chapter 3, for more detail.)

**Competitive Development Training.** This training deals with the professional development opportunities for which employees are competitively selected by the Command group and directors.

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**Core Competencies.** These include courses as set forth in an employee's ACTEDS that serve as a guide for those capabilities required at different career levels within a career program. These competencies will correlate with the levels of the technical and managerial tracks of the career ladder. (See TG 261, *USACHPPM Leadership Development Guide*, Chapter 4, for more detail.)

**Core Training.** A subcategory of Universal Training that is considered beneficial and valuable to all personnel regardless of their job specialty. This training will be available to all Center personnel.

**Functional Area Training.** Training and development that is required for, or related to, developing and maintaining competency in specific job specialties and professional disciplines.

**Human Resources Quality Management Board (HRQMB).** A board established within the Center to recommend short- and long-term policies and procedures to assist the Command in maximizing personnel assets. The board assists the Center in attracting and retaining high-quality personnel, ensuring a fair and equitable work environment, providing needed training, and integrating a diverse workforce into a smoothly operating team.

**Individual Development Plan (IDP).** A document for all Center personnel to assist in achieving a systematic approach to career development. It is a tool used by supervisors and employees to identify planned and scheduled training needs. (See Appendix B for more information.)

**Knowledge, Skills, and Abilities (KSAs).** The specialized experience or proficiencies required for successful performance of an employee's position.

**Leadership Development Training.** Training that motivates and sustains quality leaders. This training addresses the personal and professional development needs in leadership and management for both civilian and military leaders. (See TG 261, *USACHPPM Leadership Development Guide*, for more detail.)

**Mandatory Training.** A subcategory of Universal Training that refers to training required for all personnel by commanders, program managers (PMs), laws, or regulations (e.g., Annual Security Awareness Training, Prevention of Sexual Harassment, Consideration of Others Training, etc.).

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**Master Consultant.** An individual within the Center who possesses exceptional technical acumen and is recognized by his/her peers for the highest level of expertise in the areas of health promotion and preventive medicine.

**Master Consultant Program.** A program within the Center to recognize technical employees who have demonstrated long-term, outstanding contributions to the organization in their scientific discipline. (See TG 261, *USACHPPM Leadership Development Guide*, Chapter 3, for more detail.)

**Mentoring.** This refers to a relationship between two individuals in which a more experienced person (the mentor) assists a less experienced employee (the mentee). This assistance takes many forms, but in the work setting, it often focuses on the professional and career development of the mentee. (See Chapter 3 for more information.)

**Readiness Training.** Training that refers collectively to the individual and unit training requirements for all military personnel as well as mobilization training (encompassing both military and civilian personnel) related to mission requirements.

**Training Experience.** An individual's active participation with special instruction or practice to accumulate KSAs.

**Universal Training.** This training provides standardized KSAs across an occupational area to all employees who have similar duties and responsibilities. It is a component of training dealing with widespread applicability to all Center personnel. This training typically is not limited to specific job specialties.

## CHAPTER 2

### RESPONSIBILITIES

#### Commander

- Responsible for implementation and execution of training activities within the Center.
- Provides overall guidance on Center training policies and goals.

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## **Commanders, Subordinate Commands**

- Implement training and development requirements for all personnel.
- Identify, assess, and evaluate short-term and long-term training needs.
- Make funding available based on requirements.
- Provide professional development and military training to all assigned soldiers with appropriate coordination, guidance, and support from the Headquarters and Headquarters Company as required.
- Provide the necessary direction to PMs on current and projected program missions allowing them to adequately assess personnel training needs.
- Request and/or program adequate training funds to ensure timely completion of all training specified in the IDPs.

## **Deputy for Technical Services**

- Fosters and promotes USACHPPM programs for the Human Resource Plan within the technical areas.
- Administers professional technical training programs within USACHPPM.
- Serves as Champion, Human Resources Quality Management Board (HRQMB), and represents the HRQMB to the Command group.

## **Chief of Staff**

- Fosters and promotes USACHPPM programs for the Human Resource Plan within the administrative areas.
- Administers professional administrative training programs within USACHPPM.

## **Deputy Chiefs of Staff/Directors**

- Provide the necessary direction to PMs on current and projected program missions allowing PMs to adequately assess personnel training needs.
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- Assess current and projected missions.
  - Ensure all required Subordinate Commands and PMs have information on current and projected program missions.

### **Headquarters and Headquarters Company**

- Administers the training and development requirements unique to military personnel at USACHPPM.
- Administers the USACHPPM Readiness Training Program encompassing both military and civilian personnel.
- Assists the Subordinate Commands as required.
- Supports the Readiness Training Programs of the Subordinate Commands.
- Ensures that military personnel receive training that is unique and specific to maintain proficiency in military skills to prepare them for future assignments.

### **Organizational Development and Training Specialist**

- Identifies, designs, and executes initiatives focusing on recruiting and retaining a highly technical and professional workforce within USACHPPM.
- Serves as the organizational advisor for training and organizational development initiatives within USACHPPM.
- Participates as a member of the HRQMB.
- Provides guidance and assistance to supervisors and employees in planning job-related career development programs and a variety of special training.
- Serves as the focal point and information repository on training requirements and programs within the Center.

### **Program Managers/Division Chiefs**

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- Assess realistic, organizational training needs.
  - Identify appropriate personnel training needs.
    - Evaluate the skills needed to meet current mission requirements.
    - Evaluate future skills needed to meet the projected mission(s) as required.
  - Identify and prioritize training needs in a timely manner.
  - Initiate and assist in developing an IDP for all personnel under their supervision.
  - Use specific career field ACTEDS to develop personnel IDPs.
  - Identify sources for the needed training.
  - Select the most appropriate training based on the training factors.
  - Ensure participation in all funded training and development activities.
  - Allocate funds to accomplish training within budget limitations.
  - Provide, to the maximum extent possible, on-the-job opportunities that allow training to reinforce and apply new skills.
  - Promote self-development initiatives among personnel to enhance and sustain their competencies.
  - Encourage professional credentialing of their personnel.

### **Human Resources Quality Management Board**

- Provides information on training that enhances the opportunity to advance within the Center and embrace and appreciate the diversity of the workforce.
  - Strives to enhance the professional development of the Center employees by facilitating the development of equitable education and training plans.
  - Identifies training initiatives and goals.
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- Makes recommendations to the Deputy for Technical Services on training initiatives and goals.

- Oversees the Center's Human Resource Plan.

### **Command Information Management Systems Office**

- Maintains a training database established by the Organizational Development and Training Specialist to include personnel IDPs, completed training, training needs assessments, and total training costs.

- Provides a complete history of an employee's completed training.

### **Career Field Mentors**

- Foster and promote an aggressive program for personal growth and development in career programs.

- Support the career PM's initiatives within career programs.

### **Personnel**

- Recognize the value of continuing education, and actively participate with supervisors in developing an IDP.

- Apply new skills on the job at every opportunity.

- Use self-development activities (e.g., on-line training, reading program, correspondence courses, etc.) to meet individual development and professional needs.

- Attend Mandatory Training as described in Chapter 3.

- Seek appropriate professional credentialing.
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## CHAPTER 3

### TRAINING PROGRAMS

The training programs within the Center collectively represent a comprehensive approach to the training, development, and career progression of all Center personnel. The development of competent civilian and military leaders is imperative as we continue moving forward and meeting new challenges. The Organizational Development and Training Specialist will provide more information on specific career programs. For a listing of military and civilian training sites, see the USACHPPM Employee Development page, <https://chppm-cims.apgea.army.mil/skillsoft/emp>. Also, see USACHPPM TG 261, *USACHPPM Leadership Development Guide*, Appendices C and D, for detailed information on training opportunities for both military and civilian employees.

The following are training components that allow the Center to remain true to its training philosophy, goals, and objectives:

#### **Universal Training**

These requirements provide standardized KSAs across the occupational area to all employees who have similar duties and responsibilities. These requirements are broken down into priorities. A priority must be specified for all types of formal training. Training that is not prioritized may not be conducted. The following is the criteria for determining the appropriate priority to assign training requests:

- Priority I. Training that is typically a condition of employment, must be successfully completed within a specified time period, and must meet one or more of the following criteria:
  - Employee must have acceptable performance.
  - Training is essential for mission accomplishment.
  - Training is mandated by higher authority (e.g., law or Department of Defense) or is required for certification, health, or safety reasons).
  - Training is mandated by the Assistant Secretary of the Army (Manpower and Reserve Affairs) as an ACTEDS leader development core course.

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- Training is essential (e.g., functional intern training).
  - Priority II. Training that is needed for effective performance and improves the quality of mission accomplishment. It is recommended that training mandated or specified in an approved training plan for enhancement of performance resulting in the improvement in the quality of mission accomplishment should be completed within a specified time period.
  - Priority III. This training is recommended for all individuals to improve or enhance KSAs needed on the job.

These priorities should be used for all training to include ACTEDS Universal and Competitive Development training, as well as occupational and functional skill training.

Because of the widespread applicability to USACHPPM personnel, Universal Training shall be centrally administered. The following are general categories of Universal Training:

- **Core Training**

This is training the Center considers to be essential, beneficial, and valuable to all personnel regardless of their job specialty. PMs must give personnel three years to complete Core Training courses from the effective date of this plan or the effective date of their assignment to USACHPPM, whichever is later.

Core Training requirements should be integrated into all IDPs. Personnel who have already received similar or equivalent Core Training will not be required to repeat that specific training. A PM can waive, on a case-by-case basis, the requirement for an individual to attend any core course if the individual's performance and experience demonstrate a mastery of the course material. As core courses are added or modified, specific guidelines will be established for Center personnel. Examples within USACHPPM include—

- Center Command Briefing and Tour (Army 101).
  - E-mail program.
  - Word Processing program.
  - Presentation program.
  - Spreadsheet program.
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- USACHPPM timekeeping system program.
  - Audience-Based Writing/Effective Writing.
  - Effective Listening Techniques.
  - Improving Oral Communication.
  - Time Management.
  - Equal Employment Opportunity.
  - **Mandatory Training**

The President, Commander, and/or Department of the Army (DA) requirements and regulations, etc., may require this training for all personnel.

The Organization Development and Training Specialist is responsible for coordinating this mandatory training. It is the responsibility of all Center personnel to attend scheduled mandatory training. Examples within USACHPPM include—

- Security Awareness Briefing.
- Anti-Terrorism Awareness Training.
- Ethics Training.
- Prevention of Sexual Harassment Training.
- Human Immunodeficiency Virus Training (military requirement).
- Consideration of Others Training.

The Safety and Environmental Management Office will provide guidance to personnel on required safety and health training (e.g., hazardous materials training and hazardous waste operations and emergency response training).

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## **Functional Area Training**

This includes all training that encompasses development directly related to particular job specialties (i.e., secretaries, technicians, engineers, chemists, etc.) and their specific requirements through all experience and grade levels. The Center divisions or programs as well as Subordinate Commands will identify, program, and budget for this training.

## **Readiness Training**

The Headquarters and Headquarters Company and Commanders of the Subordinate Commands are responsible for ensuring that USACHPPM military personnel receive all required military training and development courses. Examples include, but are not limited to, Common Task Training, Military Qualification Standards II Training, Annual Unit Training, Annual Physical Fitness Training, Professional Military Development (i.e., Officers and Noncommissioned Officers), Skill Training (e.g., Expert Field Medical Badge, Airborne, etc.) and developmental rotational assignments.

In addition to the individual Readiness Training accomplished through the training examples described above, the Headquarters and Headquarters Company is also responsible for planning, coordinating, and implementing USACHPPM Readiness Training as it relates to requirements such as Mobilization Training (encompassing both military and civilian personnel), Field Training Exercises, etc.

## **Special Programs**

- **Department of the Army**

The Center will use DA training and career programs, to the fullest extent possible, consistent with mission requirements and within budget limitations. Examples of such programs include ACTEDS, the Career Intern Program, the Long-Term Training Program, and the Upward Mobility Program.

- **Graduate Education**

Consistent with the desire to develop professional personnel who are fully competent in their specific disciplines, the Center is committed to supporting training that enhances an individual's ability to perform his/her current duties. The Center will fund this training based on the availability of funds.

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- **The U.S. Army Occupational and Environmental Medicine Residency Training Program**

This program, as administered by the Directorate of Occupational and Environmental Medicine, supports the Uniformed Services University of Health Sciences with educational experiences of the residents on Army and military-unique occupational and environmental topics. It is a well-defined program designed to fully comply with the requirements of the Accreditation Council for Graduate Medical Education. The Residency Handbook formalizes and documents this comprehensive training program. Because of the uniqueness of this program, it is considered a separate training program and is not subject to the requirements of the Corporate Training Plan that may be redundant.

- **Continuing Education and Continuing Medical Education**

The Army Medical Department has endorsed a fully accredited, on-line continuing education program. This program will enable Army Medical Department personnel, both active duty and civilian, to access continuing education and continuing medical education courses from home, medical facility work stations, or anywhere Internet access is available. To view the course catalog and register, see the following website:  
<http://www.swankhealth.com>.

- **Oak Ridge Institute for Science and Education (ORISE) Program**

The Oak Ridge Associated Universities (ORAU) operates the ORISE Program for the U.S. Department of Energy (DOE). USACHPPM works in partnership with ORAU and encourages participation in the ORISE Program. The DOE established the ORISE Program to broaden the base of scientists and engineers and give them practical research experience in their related field. Participants will enhance their skills and personal education. ORISE offers programs in science and engineering, education, training and management systems, medical sciences, and energy and environmental systems.

- **Master Consultant Program**

The Master Consultant Program applies to all non-supervisory scientific and engineering personnel who have attained the grade level of GS-12 or above. The objective of this program is to recognize technical employees who have demonstrated long-term, outstanding contributions to the Center in their scientific discipline. The designation of "Master Consultant" acknowledges that the individual possesses exceptional technical

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acumen and is recognized by peers for the highest level of expertise in the areas of preventive medicine. See USACHPPM Regulation 690-2, *Master Consultant Program*, for all procedures and criteria concerning the nomination, selection, and continued validation of individuals as Master Consultant.

- **USACHPPM Leadership Development Program**

Leadership development is the methodology by which the Center will develop future leaders. Leaders gain their KSAs through a combination of schooling, assignments, and self-development. The Center has developed a Leadership Development Program for GS-11s through GS-13s, administered by Harford Community College, for employees who have supervisory/managerial potential. This program is designed to increase self-awareness, build leadership knowledge and skills, and gain perspective on leadership and management within USACHPPM. It is a working/learning program that will include formal training, regular meetings, reading assignments, and individual projects. (See TG 261, *USACHPPM Leadership Development Career Guide*, Appendix C, for detailed information.)

- **USACHPPM Aspiring Leader Development Program**

The Center has developed an Aspiring Leader Develop Program for GS-5s through GS-10s, administered by Harford Community College, for those employees who want to develop the fundamentals of leadership training. This program is designed to teach the basics of effective leadership focusing on personal awareness and growth, team building, influencing skills, and problem solving. It is a working/learning program that will include formal training sessions, meetings, reading assignments, and group projects. (See TG 261, *USACHPPM Leadership Development Career Development Guide*, Appendix D, for detailed information.)

- **Other Training Programs**

Special programs may consist of training and development generated primarily within the Center for specific purposes such as promoting training opportunities, providing cross-training, enhancing employee development, developing critical expertise, and recognizing USACHPPM personnel who have achieved a high level of expertise, etc. Examples of some special training and development programs are the Pentagon Developmental Assignments within the Directorate of Environmental Health Engineering and the Directorate of Health Risk Management, etc. The Center encourages participation in

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special programs to the extent that individual interest, workload, applicability, eligibility, and funding will allow.

## **Mentoring**

Mentoring can be a very effective tool in the growth of any organization. Mentoring refers to an experienced senior leader or manager who develops a younger, less experienced employee and provides career counseling and sponsorship to the employee. Mentors clarify career goals and help develop a long-term strategy for career planning and advancement. Employees who have a mentor (especially during their first year on the job) were more satisfied with their jobs and were more likely to report that their expectations were met regarding their jobs and their career development opportunities. See Appendix C for a listing of the Career Program Managers within USACHPPM.

- **Responsibilities—**

- **USACHPPM.** Creates conditions that enable interested members to form mentoring relationships. This role varies from passive to active support. It allows mentoring to occur and creates a planned mentoring program.

- **Mentor.** Acts as a technical advisor, helping the mentee in work-related problems and teaching practical, problem-solving skills they can apply on the job. Often the mentor is the role model for the mentee who demonstrates professional attitudes, values, and issues the mentee is facing in his/her career. A mentor should be technically competent, knowledgeable about the Center's culture and systems, a good teacher, and genuinely concerned about the mentee.

- **Mentee.** Focuses on learning to master the skills and competencies needed to succeed in his/her current job; observes, listens, and applies the guidance provided by the mentor; and acquires and develops new skills and competencies needed for future promotions or lateral job changes. A mentee is a competent professional.

- **Objectives—**

- A key characteristic of successful mentoring is that it is a relationship. Roles and responsibilities will vary with the goals and skills of participants. Successful mentoring relationships require that the mentor and mentee assume reciprocal and complementary responsibilities to create and further trust and respect.

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- Mentors and mentees need to develop their relationship, discuss their expectations, and agree on their respective roles and responsibilities.
  - USACHPPM must enable or cause relationships to form and allow time for the relationships to grow. It must also support mentoring by making employees aware of the mentoring program, identifying and/or creating training to support the program, and recognizing individuals who successfully become mentors.

## **CHAPTER 4**

### **IMPLEMENTATION**

The primary activities for training and developing USACHPPM personnel involve identifying, assessing, and evaluating training needs and mechanisms. This strategy ensures that the training necessary to meet current and future organizational needs is provided in a cost-efficient manner.

#### **Identifying Training Needs**

In identifying the best way to provide needed training to Center personnel, the planning process is essential for both supervisors and employees—

- Understand current and projected mission requirements.
- Evaluate skills necessary to meet those mission requirements.
- Identify necessary training.
- Prioritize training needs.
- Identify training sources/methods.
- Select best-alternative training.
- Implement training to full-funding potential.

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## **Assessing Training Needs**

In assessing the best way to provide needed training to maximize training opportunities, it is essential to consider the available funding levels. There are many ways in which USACHPPM will be able to provide training to personnel. The method used will depend on specific situations. Examples include—

- Formal training.
- In-house training.
- Training via other Government agencies.
- Training via non-Government agencies.
- Training via contract for services.
- On-site training.
- Off-site training.
- On-the-job training.
- On-duty training.
- Off-duty training.
- On-line, web-based training.
- Correspondence courses.

The Subordinate Commands, the Organizational Development and Training Specialist, and PMs must consider the following factors in assessing the best way to provide needed training:

- Course content.
  - Course length.
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- Class size.
  - Quality of instruction.
  - Location.
  - Direct and Indirect costs.
  - Cost effectiveness.
  - Objectives.
  - Expected results.

### **Evaluating Training**

In weighing the benefits and effectiveness of available training programs, all Center personnel will complete Department of Defense Form 1556, *Request, Authorization, Agreement, Certification of Training and Reimbursement*, Section H - Evaluation. This section includes the following evaluation criteria:

- Stated objective accomplished.
  - Coverage of subject matter.
  - Organization of subject matter.
  - Suitability of instructional materials.
  - Level of difficulty.
  - Length of course.
  - Amount of outside or evening work.
  - Effectiveness of instructors.
  - Applicability of subject matter to the job.
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- Recommendation to colleagues.
  - Meet career development plans.

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**APPENDIX A**  
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**Other Documentation:**

*CATALOG OF CIVILIAN Training, Education, & Professional Development Opportunities*. 1995. Civilian Personnel Management Directorate.  
<http://www.redstone.army.mil/TIP/opt05/>

*U.S. Army Occupational Medicine Residency Training Program, Residency Handbook*, Directorate of Clinical Preventive Medicine, undated. (Information may be obtained from the Uniformed Services University of Health Sciences, Bethesda, MD.)

Army Civilian Training, Education, and Development System (ACTEDS)—  
<http://www-cpol.army.mil/train/acteds/>

- Career Program-11, Comptroller
- Career Program-12, Safety Management

- 
- Career Program-13, Supply Management
  - Career Program-16, Engineers and Scientists (Non-Construction), Draft
  
  - Career Program-18, Engineers and Scientists (Resources and Construction (ESRC))
  - Career Program-22, Public Affairs and Communications Media
  - Career Program-34, Information Management
  - Career Field-54, Medical Career Fields-
    - Industrial Hygiene
    - Medical Records Administration
    - Registered Nurse
    - Community Health Nurse

Civilian Personnel Office: <http://www.cpol.army.mil/>

USACHPPM Career Development Guides—

- Technical Guide 261, Leadership, February 2002.
- Technical Guide 262, Scientists and Engineers, September 2001.
- Technical Guide 263, Technicians, January 2002.
- Technical Guide 264, Administrative Support, (to include Secretarial/Clerical), under development.

Continuing Education and Continuing Education Program—

<http://www.swankhealth.com>

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**Forms:**

DD 1556, *Request, Authorization, Agreement, Certification of Training and Reimbursement*, March 1987.

CHPPM Form 413-R-E, *Individual Development Plan*, November 2000.

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**APPENDIX B**  
**INDIVIDUAL DEVELOPMENT PLAN**

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The IDP is a critical document for properly defining the strategy for personnel career development within every job specialty. It is, therefore, important to identify individual training and developmental needs in a systematic way to maintain a highly competent and motivated workforce. The IDP provides the methods by which employees will be able to—

- Plan for training.
- Gain experience to develop their KSAs.
- Assess their strengths.
- Set training goals.
- Chart where they can best contribute and grow within the Center.

The IDP process places great emphasis on the education, training, and development of employees. It is straightforward and designed to enhance current skills as a prerequisite to the development of future-oriented knowledge and skill areas. The IDP should be developed by the supervisor and agreed on by the employee as part of the employee's annual performance appraisal. Preparation of the IDP should include an outline of broad developmental objectives based on review of performance standards, past performance ratings, and career counseling sessions. At a minimum, the IDPs should be reviewed and updated during annual performance evaluations. The IDP is a must for employees in an upward mobility position or progressing non-competitively to a full-performance grade level and can assist supervisors and employees in the Total Army Performance Evaluation System support form preparation.

Supervisors will make periodic reviews of the employee's progress in accomplishing planned training and development. They will make every effort to help an employee fulfill IDP goals and requirements within the established time frame. PMs will establish credentialing programs in which the IDP will be embedded to—

- Document the training and experience required for minimal credentials.
- Provide a basis to match the individual's training and experience with the potential difficulty of a service.
- Improve the individual's and USACHPPM's credibility with customers in the laboratory and in the field.

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- Protect an individual by preventing him/her from providing a service of which he/she is not capable.

- Develop expertise in new mission areas or on topics/subjects in entrepreneurial endeavors.

For detailed information, see USACHPPM Policy Letter #54, *U.S. Army Center for Health Promotion and Preventive Medicine (USACHPPM) Individual Development Plan (IDP) Guidance*, <https://chppm-cims.apgea.army.mil/policy/PolicyLetter54.pdf>. You may obtain a copy of the CHPPM IDP Form 413-R-E electronically from the Army Medical Department (AMEDD) Electronic Forms Support System.

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**APPENDIX C**

**POINTS OF CONTACT FOR CAREER PROGRAMS  
AND OTHER TRAINING PROGRAMS**

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## USACHPPM Career Program Managers

CAREER PROGRAM	NAME/TITLE E-MAIL	COMMERCIAL & FAX TELEPHONE NO.	ADDRESS & ACTIVITIES
<b>11 Comptroller</b>	Thomas Bender, Chief Deputy Chief of Staff Thomas.Bender@apg.amedd.army.mil	(410) 436-2590 (410) 436-3665	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
<b>12 Safety Management</b>	Donna Doganiero, Director Occupational Health Sciences Donna.Doganiero@apg.amedd.army.mil	(410) 436-4160 (410) 436-4784	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
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<b>16 Engineers &amp; Scientists (NC)</b>	Fred Belkin, Chief Laboratory Information and Sample Management Division Fred.Belkin@apg.amedd.army.mil	(410) 436-3269 (410) 436-4784	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
<b>18 Engineers &amp; Scientists (RC)</b>	John Bauer, Program Manager Ground Water and Solid Waste John.Bauer@apg.amedd.army.mil	(410) 436-2024 (410) 436-5018	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
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<b>26 Manpower &amp; Force Management</b>	Peggy Phillips, Chief Human Resource Management Peggy.Phillips.apg.amedd.army.mil	(410) 436-1049 (410) 436-3665	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
<b>34 Information Mission Area</b>	Blaine Plummer, Director Information Management ADP & Comm. Track Senior Program Manager – 34 Blaine.Plummer@apg.amedd.army.mil	(410) 436-2577 (410) 436-3895	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
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<b>34 Records Management</b>	Anne Gibson, Chief Publications Management Division Annemarie.Gibson@apg.amedd.army.mil	(410) 436-2800 (410) 436-3895	USACHPPM 5158 Blackhawk Rd. APG, MD 21010
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December 2002



USACHPPM TG No. 260

